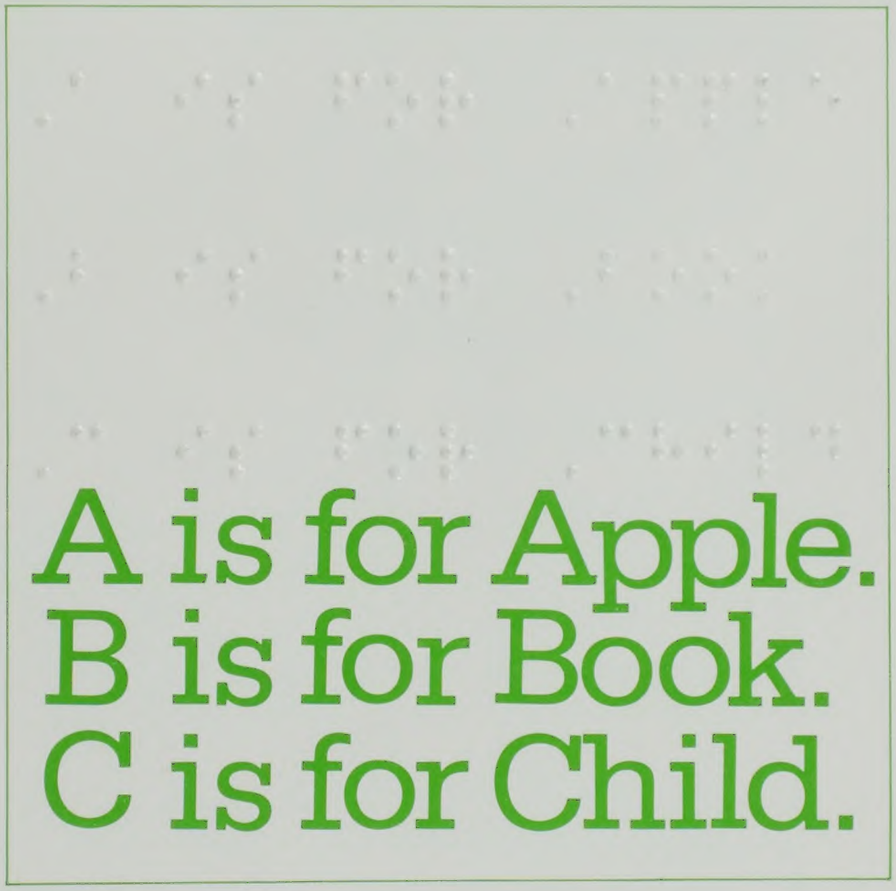
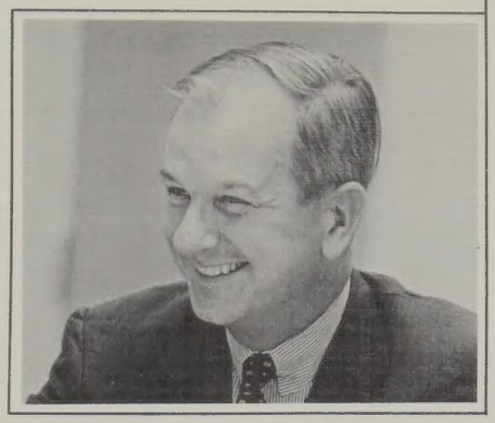
The Western Pennsylvania School For Blind Children
1978 Annual Report



2009.24.1.507

For those without sight, braille is a raised-dot system of writing which makes it possible for the blind to read with their fingertips. Although braille is an important medium of instruction, some legally blind youngsters have enough vision to use large type print. For more information on braille, please see the inside back cover.

The ABC's of Achieving Progress



Just as the alphabet provides the building blocks for written communication, careful planning is the necessary prelude to progress. This past year has been one of intensive planning, because our School is facing new problems and undergoing a period of unprecedented change. We are determined to maintain our excellent standards and also move ahead with even better services and facilities during the 1980's.

Last year we commissioned outside professional counsel for an intensive long-range planning study. The final report, *Plan for Development*, was presented to the Board in December 1977. Since then the basic recommendations contained in the Plan have been, and are still being, carefully reviewed and evaluated by Board and staff members as new and further knowledge is obtained.

Not all of the Plan's provisions can be carried out. For one thing, it calls for doubling our annual budget and making important capital additions to the campus. For another, the Plan suggests that the School dramatically expand its program by assuming nearly total responsibility for students. This may have disadvantages from the sociological, financial and legal viewpoints.

Some of the problems and changing conditions that the Plan and the School are addressing are the following:

1. Federal legislation (Public Law 94-142) mandates that the local school district bear the responsibility for the education of each child.
2. Increasingly, blind youngsters with no additional disabilities are being absorbed into the public schools.
3. Our student body has changed significantly with the increased enrollment of multi-handicapped blind children, who now comprise 60 percent of our population.
4. Payment from the State has not kept pace with the soaring cost of educating multi-handicapped children. Consequently, income from gifts and endowment, which should be used for recommended improvements and innovations, is being spent on operating expenses.

There is no question that planning and dedication are needed now as never before. Data from the Plan strongly suggest that only as the complexity of a student's handicaps increases will he or she in the future be considered for placement in a residential school. If this prediction is true, then residential schools such as ours must continue to develop and strengthen programs and facilities for handicapped children with additional disabilities. This means that we must extend medical and other support services. Also, the educational offerings will need to emphasize functional, rather than academic programming.

The somewhat unpredictable mix of our future School population will determine the fundamental question of whether education remains our primary service or whether medical care and functional programming assume more important roles. Because of the far-reaching implications of the Plan—and the uncertainty of the needs of future students—forward planning must be carefully reviewed and cautiously implemented and amended to accommodate future experience.

There is no doubt that expanded services and improved facilities for the multi-handicapped will continue to be an important part of our future efforts. And, in spite of financial constraints, we have moved successfully in several of the Plan's recommended directions. In the next year we will work toward increased coordinated planning with the Board, staff, parents and other official and voluntary agencies.

Perhaps one of the most significant accomplishments of the past year was the realization of the importance of our planning efforts and how those efforts relate to discharging our responsibilities to all present and future youngsters entrusted to our care. With this greater understanding, along with the support and interest of our many friends, we intend to move ahead with confidence and planned progress.

Respectfully submitted,

Peter Denby

Peter Denby
President Board of Directors

C is for Child

C is for child...one child...an individual. Each child at the Western Pennsylvania School for Blind Children is, above all, an individual. Each has a unique set of needs—and abilities. And each has individual potential. Consequently, our programs are as varied as our children.

Although our youngsters differ in many ways, they have one thing in common: visual impairment. Because this impedes usual learning styles, our teachers must modify methods, lessons and materials. And there's more to it than the inability to "see." The visually handicapped youngster's capabilities and problems are as diverse as those of any child in any classroom. Our programs are designed to accommodate varying levels of achievement as well as special needs for social and emotional growth.

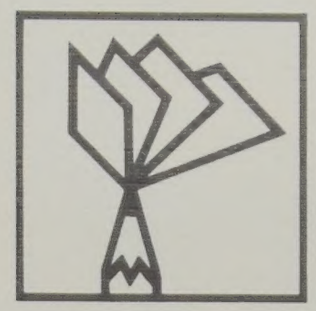
Our population as a whole has changed significantly in the past ten years. While we still have children whose only handicap is blindness, most have other problems. They may be mentally retarded, brain damaged, physically or neurologically handicapped or emotionally impaired. Never before has the School faced so many challenges—or undergone so many changes—in order to meet the special needs of different kinds of children.

The increasing enrollment of multi-handicapped children can be attributed to several factors, one of which is the advances of medical science. Research and preventative medicine have obviated many of the causes of blindness. However, a large number of "at risk" babies are surviving with serious visual losses and other handicaps as well.

Over the past ten years, we have developed and strengthened programs for children with additional handicaps. For some, because of a combination of disabilities, our School is the only alternative to a life in an institution. For others, we provide education for independent adulthood. We try to develop each child's potential to the fullest. Every child has a right to an education and the chance to do productive work. And we have found that professionals in other fields, particularly in mental health, are helpful in meeting our children's needs.

We have always eschewed labeling defects. Our approach is to start where the child is—and to develop his or her potential through careful and intense programming.

The Three R's



Not all children learn in the same way. Some learn better by seeing, others by feeling, still others by listening. Many are unable to think abstractly and must actually manipulate materials. Many have other problems in special areas.

When our students have difficulty in traveling, they receive orientation and mobility lessons. If they have problems in mathematics or reading, special remedial help is planned. In other words, the program is adapted to each student's needs.

Additionally, the curriculum must be broad enough to educate gifted children as well as train retarded youngsters to master simple tasks. There are programs at the preschool, primary, intermediate, junior high and senior high school levels. Within each, there are also special non-academic programs for severely handicapped students.

This year, our two introductory academic classrooms were nursery/kindergarten environments. One was for very young children with good potential for learning, who learned to speak in simple sentences and play with other children. The other classroom housed children in transitional stages ranging from pre-primary to the beginning of primary. As the year progressed, they needed decreasing one-to-one support from child care workers and participated in group activities.

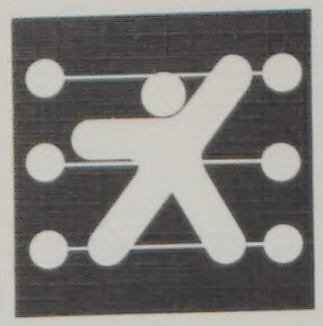
Special equipment, such as the Systems 80 machine, an audio-visual instrument for individual learning, was an important motivator. The Optacon, an instrument that produces a vibrating tactile image from a print letter, was used also for the first time this year with younger children to teach reading skills. Children worked first on letter recognition and then gradually developed another mode for learning in addition to braille.

In early primary programs, children also learned psychomotor and communication skills. An important goal was to develop concepts. For example, children acquire the concept of coldness by touching snow, eating ice cream and feeling cold water. When they learn to express the concept of "I," understand shapes and numbers and accept rules and boundaries, they are ready for academic classrooms.

Academic classrooms are non-graded because of the disparities of the students; different methods are needed to reach each potential. In all of the School's programs, the children are grouped according to levels of development, because they learn at different rates and respond in varying ways to different teaching methods. One child may listen at a third-grade level, read and write braille at a first-grade level and do arithmetic at a second-grade level.

Some of our children benefited greatly from contact with non-handicapped youngsters by attending various public and private schools in the area. One spent mornings with sighted classmates at Carnegie-Mellon's Children's School, while we provided special training, such as mobility and techniques of daily living, in the afternoon. Another student attended first-grade social studies and science classes at Falk School, the University of Pittsburgh's laboratory school. A high school junior studied English and social studies with sighted peers at St. Paul's Cathedral High School and two students spent several periods each day in various classes at Schenley High School. This partial placement of students in other schools helps them develop confidence and learn basic skills while preparing to integrate eventually into the sighted community.

Assessing and Reassessing



In our Evaluation and Development Center, all children regardless of age are functioning at a pre-primary level of development. Because the number of severely involved children increased greatly this year, we added another full-time physical therapist to treat those with severe orthopedic problems.

Other children, who could understand but could not speak intelligibly, learned the beginnings of sign language and prevocational skills. They ranged in age from three to nine. Some required child care workers on a one-to-one basis most of the day because of complex behavioral problems.

The Evaluation and Development Center also housed part of our federally funded Project for the Education of Deaf/Blind Children, Title VI, P.L. 91-230. A classroom was organized for five young girls, where the emphasis was on total communications. They were encouraged to imitate adult actions, were given auditory and other sensory stimulation and were taught gesturing which leads to signing. A group of older deaf/blind children were housed in the Upper School, where the program stressed prevocational training with an introduction to our simulated workshop.

P. L. 89-313 funds were used to continue programming for multi-handicapped adolescents enrolled in the transitional program. Through team cooperation, a full-time staff of six provided practical learning opportunities for these girls and boys.

Learning to Cope

In recent years, the School has become increasingly aware of the need for specialized education to help children gain confidence, express themselves, effectively solve problems and relate to others. Many visually handicapped children with other disabilities, such as cerebral palsy, retardation or emotional handicaps, experience more than the normal amount of stress and have fewer means of dealing with it. Consequently, expressive arts, music and play therapy are today as essential as academic subjects in the curriculum. Education must include a nurturing as well as a teaching role.

We started an expressive music class this year to help children release their feelings and gain self-awareness. The young ones created songs about falling snow, learned to use the foot drum in time with the piano beat and were introduced to various musical instruments. Music was found to be an effective way for youngsters to express their feelings and, therefore, to grow emotionally.

Art is also an important therapeutic tool. In expressive arts classes, children acted out roles or created picture stories to describe their feelings. This helped them to express fears and concerns—and to cope with them.

A key figure in emotional development this year was a new staff member, Janet Stenson, a child development specialist who is also a play therapist. In addition to working with children therapeutically, Mrs. Stenson helps our staff to better understand children through their play. For example, in the high school resource room, time was allotted for discussion of topics such as coping with emotions and dealing with friends, family and people in authority. Students openly expressed their fears and frustrations, knowing that an understanding adult was there to help. Perhaps it is this type of human involvement that best exemplifies the unique nature of the School. Aware that blindness seriously hinders social and emotional development, the staff makes every effort to compensate so that children learn to cope with their handicaps and to realize that they can overcome them.

A Step-by-Step Process

Education is our primary concern, but it can be hindered by medical and physical problems. Another first for the year was a classroom for visually impaired, physically handicapped children— and a new instructor with a master's degree in teaching the physically handicapped. She coordinated the children's programs with the motor development team for physical therapy, occupational therapy, mobility, adaptive physical education and swimming. She arranged for them to be with non-physically handicapped children whenever possible. Because of the wide range of ages and educational levels, the classroom was divided into specific learning centers. One area was carpeted and fenced in so that younger children could crawl safely, pull themselves up to a standing position and try walking. One orthopedically handicapped child traveled weekly from West Virginia to the School because of our unique facilities.

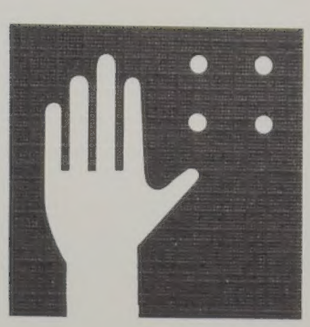
Also, a special area was designed this year for our occupational therapist to continue research on the sensory integrative processing of children who lacked fine motor coordination. An adjacent room was furnished for gross motor activities.

Our orientation and mobility department received some valuable new equipment this year. Several Lions Clubs in northwestern Pennsylvania provided funding for a Sonicguide, a device that uses ultrasound to determine the distance and location of objects surrounding a visually handicapped person. As a training tool, it adds a new dimension. As a travel tool, it opens up new opportunities for independence.

Many of our physically handicapped, blind students could benefit greatly from their own Sonicguides, but the cost is prohibitive. One of our graduating seniors who requires crutches, and therefore, can't use a cane, has made outstanding progress with a Sonicguide which he received through a grant from the Office of the Visually Handicapped.

Both physically and non-physically handicapped youngsters enjoyed the therapeutic and recreational benefits of swimming. There was a full-time aquatics program for all children, preschool through high school. Many youngsters also acquired gross motor skills in the mini-spa.

Everyday Skills are Vital



Our teachers realize that an academic education alone is not enough. Equally important is the ability to be self-sufficient and to socialize in the community. Self-reliance is a vital asset to the blind child and the key to a full life after graduation. Therefore, our program covers practical areas, such as learning to cook, shop, iron, dance and bowl.

Within the next several years, we hope to establish an off-campus residence where students, under supervision, can practice self-care skills and learn to live independently. In the meantime, we are using existing School facilities to give students these opportunities as part of our independent living skills course.

This year, field trips also taught self-care and independence. Instructors frequently took groups to bookstores, restaurants and supermarkets for lessons. Students also visited local businesses to be aware of different career opportunities.

Career planning and vocational training are important for all youngsters, but vital for visually handicapped students. Unemployment and underemployment, of course, are serious problems which the School addresses with its work experience program. This program has three levels: (1) the workshop, which simulates assembly tasks for lower functioning students; (2) on-campus work/study, which enables younger students to explore job possibilities; and (3) off-campus experiences in the community.

This year, 39 students, including several deaf/blind youngsters, ranging in age from 11 to 19, performed prevocational tasks, such as counting and sorting in the simulated workshop. Several others worked on campus as recreational aides, dining room aides, kitchen assistants, child care aides and switchboard operators. They also helped run an on-campus snack bar and five vending machines. Off campus, several volunteers earned salaries and got valuable experience at Shadyside Hospital, child care centers, local florists, gas stations and a small manufacturing company.

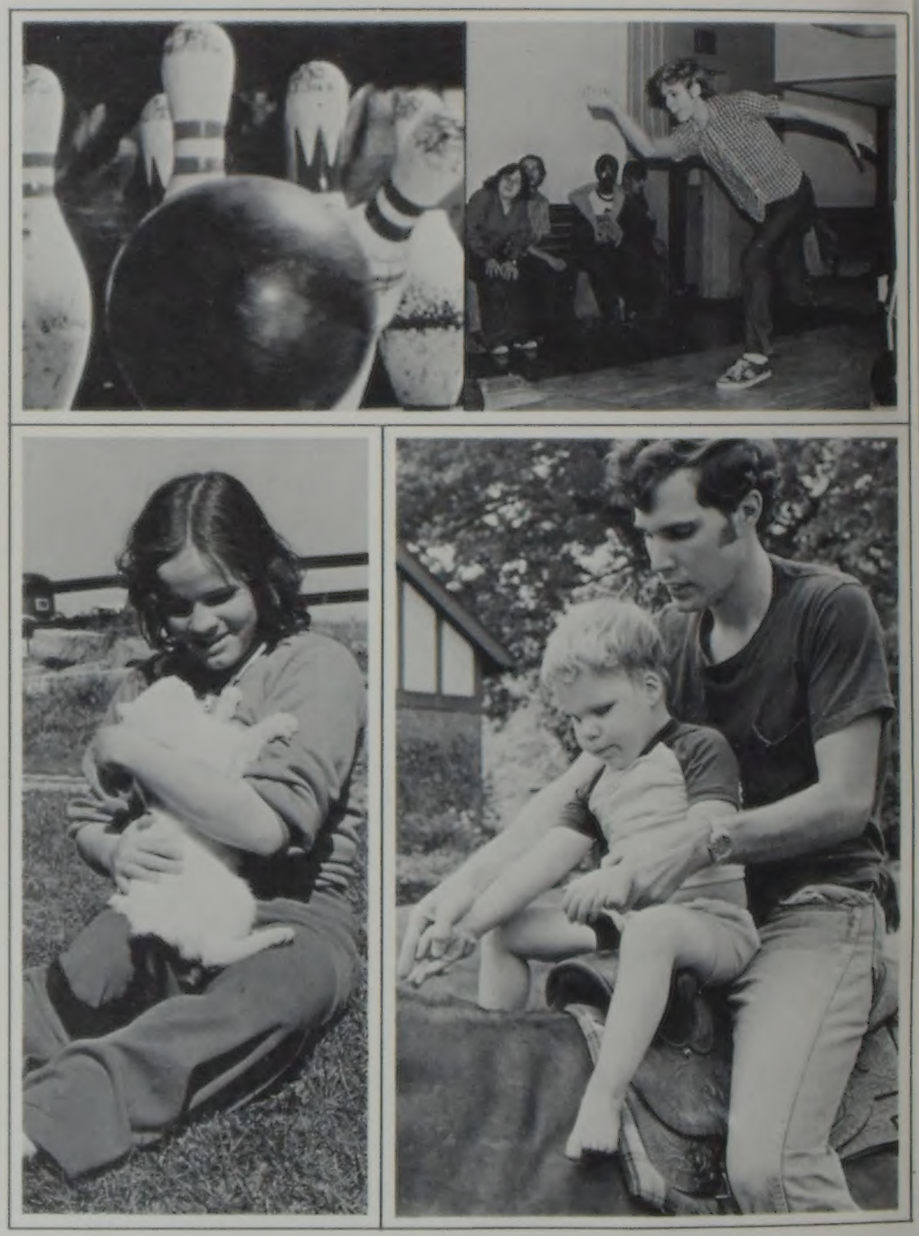
For the first time this year, the Office for the Visually Handicapped, which is responsible for students after graduation, and the Vocational Rehabilitation Center (VRC), with its employment and job placement experts, made it possible for all our seniors to take part in an intensive work evaluation at VRC. In addition to testing work attitudes, speed and abilities, the VRC provided counseling that gave students a realistic picture of the job market.

Every effort was made to give our youngsters practical learning experience. Visually handicapped individuals do not become independent and self-confident by chance.

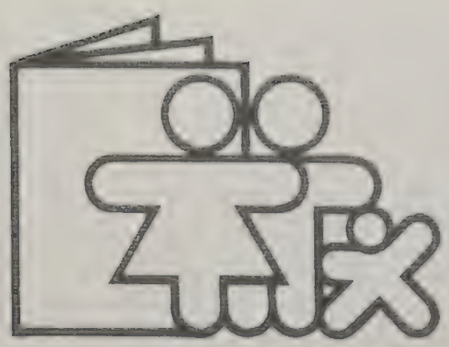
Learning can be Fun

Recreation is important, especially to students in a residential setting. In addition to dormitory activities, the School sponsors as many outside events as possible. Our students visited several well-known Pittsburgh recreational areas such as the zoo, Kennywood Park and Round Hill Farm. Buses also traveled to Confluence, Pennsylvania, for a day of fishing; others were guests of the 4-H Club at the Eckstein farm in Zelienople for horseback riding; and even rain didn't dampen the spirits of the Boy Scout troop in its overnight trip to Camp Guyasuta. And our youngsters cheered the Pirates, laughed with the clowns at the Shrine Circus and applauded cast members at the White Barn Theater.

The School's extended day program provided additional recreation for resident students after classroom hours. They participated in music and art clubs or enjoyed supervised play. In the evenings, swimming, roller skating and bowling were available. We were fortunate to have the help of many volunteer companions who took children off campus for an evening and who shared their time and talents in stimulating activities.



Parents... Partners in Education

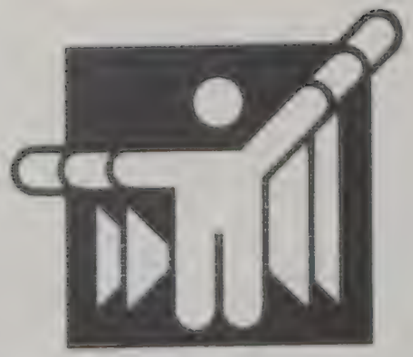


Because parents are the primary teachers and care givers, it is vital to work hand in hand with them. This helps to provide the consistent approach so necessary for our children's maximal development.

To help parents act effectively, we employed a full-time social worker in cooperation with the Pittsburgh Blind Association. She helped to allay difficult situations and problems and explain programs to parents.

In addition to attending regular Parent/Teacher meetings, a small, dedicated group of parents with children in early education programs met monthly and worked closely with the staff to improve the programming. In the fall and late spring, parents attended open house, observed classroom activities and became better acquainted with the teachers. Parents also arranged their own meetings at the School and invited speakers on topics ranging from eye diseases to financial planning. Parent participation is a vital factor in helping children to reach desired goals.

Reaching Out



The community holds a wealth of information and experiences for our youngsters. During the year, we benefited from many community resources, especially those in the Oakland area. Notable were the Carnegie Museum Imaginarium activities, workshops on using materials at the Creative Recycling Center and a field trip to the Hiland United Presbyterian Church to see a special Christmas display.

In turn, we shared our special talents with others. The School choir performed for downtown employees and shoppers at the City-County Building. They also sang at two Westinghouse plants and for a number of Lions Clubs. At Christmas, students caroled for residents of the Oakland area, and made a special trip to St. Joseph's Home for the Elderly. Creative arts students displayed their painting, pottery and sculpture in local art shows and at various community businesses.

The School also served as a training ground for students from the community's colleges and universities. Practicum students gained valuable teaching experience while our youngsters gained greatly from their ideas, innovations and enthusiasm.

As One, for One

The varying needs of our population—academic, affective, physical, recreational, practical—all interrelate in myriad ways. For our complex youngsters, we cannot isolate these needs. As a result, we too must interrelate and share what knowledge we have in our particular areas in order to create the framework for other parts of a child's program. In effect, the School's specialists work as one, for one...providing total care and round-the-clock programming for each child.

We believe strongly in the interdisciplinary approach. Our professionals confer continually to exchange information that will result in the most effective ways to help our youngsters. Working together on each child's program enables us to establish common goals, reinforce learning and improve results.

As we review the results and accomplishments of the past we also look forward to the future. New children will be enrolled for the first time, and some who show potential for integration will return to their home school districts.

We will continue to maintain and improve our educational programs with even more attention directed to the areas of mental health and social and emotional development. In keeping with the School philosophy of educating the total child, many resources will be explored so that students will have more opportunities to expand their potentials.

Our goals are lofty, our efforts, intense. But our rewards, measured by the development of each child, are great.
C is for child...our primary responsibility...our primary concern.

D is for Doctor

Total Care for the Total Child...

As a school, education is our primary concern. But educational progress can be hindered as a result of medical, social or emotional problems. The Western Pennsylvania School for Blind Children deals with the total child through an extensive program of support services. Our location—in the heart of the Oakland hospital/university complex—and a special relationship with Children's Hospital of Pittsburgh have enabled the School to develop in-depth programs to meet the needs of each student.

General Medical Services

With an emphasis on preventative medicine, a consultant pediatrician and nurse practitioner from Children's Hospital see students weekly. A staff of six nurses supplement these services by providing 24-hour nursing and emergency care.

Ophthalmology

Students receive ophthalmological examinations biennially. Those with chronic eye problems are seen on an ongoing basis. Emphasis is placed on improving vision, when possible, through surgery, corrective lenses or other ophthalmic techniques.

Optometry

The School's optometrist screens students with remaining vision and plans vision training programs. Children are evaluated for low vision aids for both near and distance vision.

Orthopedics

Students are evaluated annually by an orthopedic surgeon. If necessary, recommendations are made for corrective surgery, physical therapy and occupational therapy.

Physical Therapy

Physical therapy is provided for youngsters with disabilities such as cerebral palsy, brain dysfunctions, spina bifida, movement or posture disorders and general orthopedic concerns. The goal of treatment is to maximize functioning through the use of therapeutic exercise and adaptive equipment.

Occupational Therapy

The School's occupational therapist uses a sensory integrative approach—a process designed to help a child understand and organize sensory information. Through motor activity, the child learns to balance incoming information and, consequently, learns to move with maximum efficiency.

Dentistry

Students are screened annually by the School's dentist. Severe problems are referred to the child's family dentist, to the Dental Clinic at Children's Hospital or the University of Pittsburgh Dental School Clinic.

Audiology

Audiologists conduct hearing tests for all children annually. When hearing problems are medical in nature, children are referred to the Ear, Nose and Throat Clinic at Children's Hospital.

Play Therapy

Educators can learn much about children's problems through their play. The play therapist helps students work through aggressions, problems and inappropriate feelings and also acts as a liaison between staff and parents.

Mental Health

Because healthy emotional growth is vitally important, a child and adolescent psychiatrist confers with the educational staff and provides guidance to ensure the best therapeutic environment for our students. If intensive therapy is warranted, the School works in conjunction with Pittsburgh Child Guidance Center or Western Psychiatric Institute and Clinic.

Social Work

A social worker provides counseling for parents initially to help them deal with the problem of their child's handicap. Meeting with them as often as possible, the social worker also serves as the link between parents and staff to maintain the vitally necessary, consistent approach between home and school.

Student Services

The School's student services coordinator counsels students to promote positive self concepts and realize future goals. The coordinator also works with outside agencies for the visually handicapped to ensure that students receive maximal services for their emotional, social, academic and vocational needs.

Administrative Staff, Teachers, Teacher's Aides, Child Care, Workers, House Parents, Educational Services, Health Services, Buildings and Grounds, Household Affairs, Office Staff, Development and Community Relations

Administrative Personnel

Alton G. Kloss, Ed.D.
Superintendent

Robert K. Hughes, M.A.
Associate Administrator, Director of Admissions

Janet Klineman, Ph.D.
Educational Director Early Education Programs

Janet Simon, Ph.D.
Educational Director Upper School Programs

Teachers

Susan Aach, B.A.
Expressive Arts

Irene Bender, B.S.
Expressive Music

Amy Beres, M.Ed.
Techniques in Daily Living

Norma Bitar, M.Ed
Transitional Classroom

Barbara Booken, M.S.
Secondary Language

Charles Braem, M.Ed.
Woodworking

Geraldine Caputo, B.S.
Health, Aquatics

William Connelly
Piano Tuning

Marlene Dean, M.S
Non-Graded Primary Program

Elizabeth DePiero, M.A
Eighth Grade

Dorothy DeStefano, B.S., R.M.T.
Band Director, Instruments

Russell Dobish, B.S.
Physical Education

Ellen Dotts, M.S
Pre-Primary Program

Robert Dougherty, B.A.
Non-Graded Primary Program

Margaret Durcan, M.Litt.
Non-Graded Intermediate Program

Jane Erin, M.Ed.
Non-Graded Primary Program

Margaret Esch, M.A.
Optacon

Anthony Evancic, M.S.
Languages, Mathematics

Mary Lou Foster, B.S.
Business Education

David Frankowski, B.S.
Evaluation and Development Center

Thomas Greaser, B.S.
Horticulture

Eleanor Gutnick, M.Ed.
Food Preparation

James Kolesar, B.S.
Electronics

Christine Kosakowski, B.S.
Non-Graded Primary

Ramona Manning, B.S.
Nursery/Kindergarten

Cynthia Marino, M.Ed.
Deaf/Blind Classroom

Becky McGrew, B.A.
Transitional Classroom

Gillian Meieran, M.Ed.
Seventh Grade

Denise Munz, M.Ed.
Orientation and Mobility

Dominic Novorolsky
Sheet Metal, Power Mechanics

Edward Ozimek, B.S.
High School Ungraded

David Petrovay, M.Ed.
Non-Graded Intermediate Program

Michael Pini, M.Ed.
Orientation and Mobility

Joan Riggs, M.Mus.Ed., R.M.T.
Choral Director, Instruments

Hazel Rometo, B.S.
Seventh Grade

Randall Schaeffer, B.S.
Physical Education

Pearl Stevens, M.Ed.
Remedial Classroom

Ian Stewart, M.A.
Orientation and Mobility

Steven Stoner, B.S.
High School Resource Room

Marcella Vandenbord, M.Ed.
Non-Graded Intermediate Program

Robert Wagner
Piano Tuning

Joseph Wassermann, M.Ed.
Mathematics, Social Studies

Ruth Watts, B.S.
Creative Arts

John Wenrich, B.S.
Deaf/Blind Classroom

Mary Wisniewski, M.Ed.
Resource Room for Physically Handicapped

Teacher's Aides

Peggie Beck
Lynn Christie, B.S.
Anna Marie Crelli, B.S.
Audrey Dobish, B.A.
Leslye Evans
Joseph Hawkins, B.A.
Mark Hertweck
Philagonas Keberly, B.S.
Mary Lou Kimmick

Anne McAuley
Phyllis McDowell
Barbara Pacini, B.A.
Thomas Reiber, B.A.
Elizabeth Roberson, A.A.
George Schreiber, B.A.

Child Care Workers

Mary Clare Boyce, B.A.
Mary Lynn Butler, A.A.
Joy Buttersnitz
Casey Cline, A.A.
Shelly Cohen, B.A.
Carol Connelly, A.A.
Paresh Das, B.A.
Ellen Dintenfass
Debbi Donatelli, A.A.
Richard Dziubek, A.A.
Linda Evans, A.A.
Rosemary Farrell
Pamela Ferguson, A.A.
Mary Gallagher, B.S.
Ellen Gunnell, A.A.
Susan Harm, A.A.
Carmen Harrington
Joan Heineman, A.A.
Michelle Long, A.A.
Michele Marak, A.A.
Richard McGann
Dorothy Meyers, B.A.
Elizabeth Mills, B.A.
Susan Olsen
Peggy Ross, A.A.
Sharon Ross, B.S.
Ralph Santoliquido, B.A.
Nira Schwartz, B.A.
Elaine Weiss, A.A.
Pamela Williams, B.S.
Sharon Wolfe

Houseparents

Martha Collier
Michael Dobish, B.S.
Matilda Erath
William Erath
Barbara Fries
Oleg Hodowanec, B.S.
Frances Ivanco
Eva Johnson
John Keys
Carol Kreiser, B.A.
Marlene Lynch, A.A.
Jeffrey Pust
Roger Rossiter, B.A.
Donald Rotthoff, A.A.
Carol Thomas, B.S.
Evelyn Wells, B.A.

Educational Services

Gina Adams, M.Ed.
Speech Therapist
Charles Boalo
Coordinator, Recreation Program
Samuel DePiero, M.L.S.
Librarian
William Kegg, M.S.Ed.
Coordinator, Work Studies Program
Gerald Kitzhoffer, M.A.
Coordinator, Orientation and Mobility
Janet Sinberg Stenson, M.A.
Play Therapist
Joyce Teese, M.Ed.
Coordinator, Student Services
Carol Wiegle, M.A.
Coordinator/Teacher, Deaf/Blind Program
Sinikka Zurna, M.S.W.
Social Worker

Health Services

Charlotte Avery, M.S.
Clinical Audiologist
Suzanne Baker, L.P.T.
Physical Therapist
Larry Bloom, Ph.D.
Speech Pathologist
Barbara Brain, L.P.T.
Physical Therapist
Jane Breck, M.D.
Pediatrician
Clair Buttermore, L.P.N.
Nurse, Early Education Bldg.
Barbara Elster, R.N.
Nurse Practitioner
Joyce Flora, O.T.R.
Occupational Therapist
Paul Freeman, O.D.
Optometrist
David Hiles, M.D.
Ophthalmologist
Donald Levine, D.D.S.
Dental Surgeon
William Marchl, M.D.
Psychiatrist
Pierce Scranton, M.D.
Orthopedic Surgeon
Annetta Tanious, L.P.N.
Nurse, Main Building
Anne Useller, L.P.N.
Nurse, Early Education Building
Anna Woody, L.P.N.
Nurse, Early Education Building

Buldings and Grounds

Eugene Kimmick
Supervisor

Household Affairs

Mario Stoffiere
Food Manager
Martha Selchan
Executive Housekeeper
Harriet Mroczka
Linen Supervisor, Relief Housekeeper

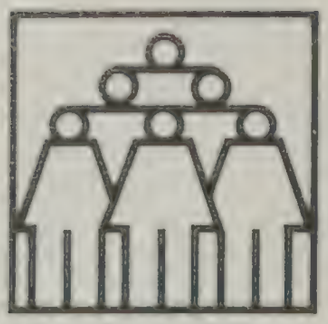
Office Staff

Curt Ellenberg
Financial Officer, Business Manager
Virginia Kloss
Purchasing Agent
Patricia Forsythe
Bookkeeper
Barbara Zygowski
Assistant Director of Admissions
Pamela Denk
Maria Gingery
Judith McCarthy
Judith McNamara
Cynthia Roemele
Maureen Szczublewski
Patricia Wysor
Secretaries
James Davis
Kathryn Jeffers
Lynn Rosenthal
Receptionists

Development and Community Relations

Darlene Maier
Director
Dolly Falkowski
Coordinator
Marilyn Becker
Secretary

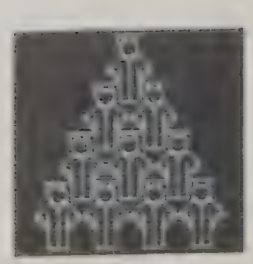
Students



Akers, Robert/Monroeville/*Allegheny*
Andrison, Edward/White Oak/*Allegheny*
Angert, Robert/St. Boniface/*Cambria*
Antonucci, Joseph/Aliquippa/*Beaver*
Bailey, William/Pittsburgh/*Allegheny*
Barr, Misty/Verona/*Allegheny*
Bayer, Michael/Sharon/*Mercer*
Beck, Tammy Jo/Port Mathilda/*Centre*
Boehm, Robert/Pittsburgh/*Allegheny*
Bolt, Raymond/Arnold/*Westmoreland*
Boughter, Albert Lee/New Castle/*Lawrence*
Bower, Kenneth/Lock Haven/*Clinton*
Brown, Samantha/Julia/*Centre*
Buono, Deborah/Strattanville/*Clarion*
Burch, Michael/Erie/*Erie*
Bush, Daryl/Erie/*Erie*
Campbell, Paul/Tyrone/*Blair*
Capouellez, Randy/Altoona/*Blair*
Carter, Rochelle/Pittsburgh/*Allegheny*
Chadbolt, Jacqueline/New Castle/*Lawrence*
Colantino, Christian/Greensburg/*Westmoreland*
Colantino, James/Greensburg/*Westmoreland*
Coles, Everett/North Versailles/*Allegheny*
Corey, Joshua/Pittsburgh/*Allegheny*
Cox, Belinda/Imler/*Bedford*
Cramer, James/Mt. Pleasant/*Westmoreland*
Criner, Christopher/Jeannette/*Westmoreland*
Croushore, Daniel/Scottdale/*Westmoreland*
Crow, Fern/Washington/*Washington*
Crum, Theodore/Johnstown/*Cambria*
Cuneen, Anthony/Eighty-Four/*Washington*
Daugherty, David/Strattanville/*Clarion*
Davenport, Crystal/Pittsburgh/*Allegheny*
Davis, Jimmy Dean/Erie/*Erie*
Davis, Richard/Erie/*Erie*
Davis, Troy/Erie/*Erie*
DeFoy, Sharon/Erie/*Erie*
DeMarco, Ralph/Pittsburgh/*Allegheny*
Demus, Audree/Pittsburgh/*Allegheny*
Diehl, Kevin/Breezewood/*Bedford*
Drayer, Eric/Reynoldsville/*Clearfield*
Duffy, Timothy/McKees Rocks/*Allegheny*
Dunn, Harry/Pittsburgh/*Allegheny*
Elliott, Dwayne/Pittsburgh/*Allegheny*
Frantz, William/Pittsburgh/*Allegheny*
Galbraith, Ronald/Brookville/*Jefferson*
Gardner, Karen/Pittsburgh/*Allegheny*
Gentile, Ronald/Pittsburgh/*Allegheny*
Goodling, David/Mt. Union/*Huntingdon*
Gray, Adam/Apollo/*Westmoreland*
Griffith, Patricia/Armagh/*Indiana*
Harris, Shannon/Meadville/*Crawford*
Hawkins, Gregory/Saegertown/*Crawford*
Hazelton, Helen/Pittsburgh/*Allegheny*
Heaney, Terrance/New Castle/*Lawrence*
Heath, Ronson/Munhall/*Allegheny*
Herbstritt, Russell/Eldred/*McKean*
Hesley, Thomas/Bellwood/*Blair*
Hill, Annette/Seneca/*Venango*
Hockenberry, Larry/Pleasant Gap/*Centre*
Hockenberry, Rodger/Pleasant Gap/*Centre*
Holecy, Christopher/Glenshaw/*Allegheny*
Hollabaugh, Steve/Saegerstown/*Crawford*
Houk, Scott/New Castle/*Lawrence*
Huntington, Rickey/DuBois/*Clearfield*
Irwin, Tina/McKean/*Erie*
Jakeway, Jeffrey/Brookville/*Jefferson*
Jankiewicz, Gary/Leetsdale/*Allegheny*
Jesse, Allan/Bedford/*Bedford*
Johnson, Roderick/Canonsburg/*Fayette*
Johnson, Susan/DuBois/*Clearfield*
Kelly, James/Pittsburgh/*Allegheny*
Kershaw, Omar/Monongahela/*Washington*
Kinch, Walter/Braddock/*Allegheny*
Koch, Gregory/Johnstown/*Cambria*
Kostic, Todd/East Pittsburgh/*Allegheny*
Krepelka, Jane/Berlin/*Somerset*
Kummer, Wesley/Butler/*Butler*
Lang, Conrad/Saxonburg/*Butler*
Larson, Carl/Chicora/*Butler*
Leone, Racquel/Hahntown/*Westmoreland*
Lewis John/Erie/*Erie*

Lewis, Lynette/Pittsburgh/*Allegheny*
Little, Adam/Pittsburgh/*Allegheny*
Lorenz, Bobbie/Titusville/*Venango*
Loughner, Marcy/North Braddock/*Allegheny*
Loughrey, Brenda/Kittanning/*Armstrong*
Mahoney, Lawrence/Pittsburgh/*Allegheny*
Majesky, Jody/Marianna/*Washington*
Mann, Steven/Grove City/*Butler*
Martin, Christopher/Scottdale/*Westmoreland*
Martz, Sherri/Brookville/*Jefferson*
McElwain, Randy/Tyrone/*Blair*
McGregor, Lucinda/Altoona/*Blair*
Mielcusny, James/New Castle/*Lawrence*
Miller, Larry/Johnstown/*Cambria*
Mitchell, Erica/Pittsburgh/*Allegheny*
Morrow, Cynthia/Jeannette/*Westmoreland*
Murdy, Joseph Ray/Pittsburgh/*Allegheny*
Murphy, Zetta/Pittsburgh/*Allegheny*
Myers, Paul/Ford City/*Armstrong*
Nicholson, Rodney/Luthersburg/*Clearfield*
Norris, Eric/Pittsburgh/*Allegheny*
Novelli, Roger/Sharpsville/*Mercer*
Opaliski, Thomas/Grampian/*Clearfield*
Osborne, Robert/Lake City/*Erie*
Page, Gabriel/Pittsburgh/*Allegheny*
Paul, Dale/Meyersdale/*Somerset*
Pawlowski, Jennifer/Pittsburgh/*Allegheny*
Pennington, Julie/Johnsonburg/*Elk*
Phillippi, Amy/Zelienople/*Butler*
Piscar, Gina/Luxor/*Westmoreland*
Poling, Brian/Punxsutawney/*Jefferson*
Polm, Kenneth/Kennerdale/*Venango*
Puccinelli, Dina/Eldred/*McKean*
Reese, Evan/Tyrone/*Blair*
Rhoades, James/Pittsburgh/*Allegheny*
Ribar, Monica/Plum Borough/*Allegheny*
Rice, Donna/Johnstown/*Cambria*
Richardson, Amy/McKeesport/*Allegheny*
Ringley, Lyle/Harrisburg/*Dauphin*
Robertson, Mary Louise/Donora/*Washington*
Robertson, Vincent/Donora/*Washington*
Rudnicki, Laura/Rochester/*Beaver*
Sager, Edward/New Castle/*Lawrence*
Salsgiver, Marc/Canonsburg/*Washington*
Scarpa, Shane/Greensburg/*Westmoreland*
Schmitt, Michael/Turtle Creek/*Allegheny*
Schmitz, Eric/Pittsburgh/*Allegheny*
Scott, Gregory/Pittsburgh/*Allegheny*
Shearer, Patricia/Lock Haven/*Clinton*
Shelton, Randi Jane/Pittsburgh/*Allegheny*
Smith, Yvonne/Farrell/*Mercer*
Smitley, Jeffrey/Mt. Pleasant/*Westmoreland*
Spencer, Gloria/Monessen/*Westmoreland*
Starkey, Daniel/Pittsburgh/*Allegheny*
Starkey, Franklin Jeffrey/Pittsburgh/*Allegheny*
Stecz, Michael/Pittsburgh/*Allegheny*
Steinberg, Bryan/Titusville/*Venango*
Stemmler, Nancy/Latrobe/*Westmoreland*
Stewart, Juanita/North Huntingdon/*Westmoreland*
Stibrik, Richard/Murrysville/*Westmoreland*
Stiggers, Brian/Pittsburgh/*Allegheny*
Stitt, Freddricka/Pittsburgh/*Allegheny*
Strong, Christina/Braddock/*Allegheny*
Swiantek, Tammi/Pittsburgh/*Allegheny*
Thompson, Eric/Pittsburgh/*Allegheny*
Tominello, Dina/Pitcairn/*Allegheny*
Trzeciak, Lauren/New Kensington/*Westmoreland*
Tuszynski, Kenneth/Erie/*Erie*
Twyford, Darla/Aliquippa/*Beaver*
Van Wright, Nina/Harrisburg/*Dauphin*
Ventura, Beth Ann/Butler/*Butler*
Wagoner, Samuel/East Springfield/*Erie*
Walker, Lisa Ann/Cecil/*Washington*
Walker, Timothy/McKeesport/*Allegheny*
Weems, Terrye/Homestead/*Allegheny*
Wetzel, Ronald/Burnside/*Indiana*
Weyant, Debra/East Freedom/*Blair*
Willis, Dondi/Library/*Allegheny*
Wolbert, Joseph/Lucinda/*Clarion*
Zilen, Cindy/Jeannette/*Westmoreland*
Zilen, Robert/Jeannette/*Westmoreland*

The Class of 1978



Kenneth Edward Bower, Jr.
Industrial

James Cramer
General

David Paul Daugherty
General

Shannon Reana Harris
General

Allan Jesse
General

Susan Johnson
Academic

Carl Larson
General

Sherri Aileen Martz
Academic

Evan Scott Reese
Academic

Yvonne Denise Smith
Industrial

Franklin Jeffrey Starkey
Industrial

Michael Allen Stecz
Academic

Bequests

Louis I. Aaron
Louise Adamovitch
Abraham Adelman
Irma N. Agnew
Grace R. Alster
Charlotte Anderson
Rose C. McHugh Anderson
Charles Arbuthnot
Mary C. Armstrong
Joseph A. Aronson
Emma L. Arthurs
Raymond Artz
William T. Aurentz
Fannie Rees Ayres
Morris Baer
Utilles Baird
Elizabeth M. Bankel
Lucien Graham Bauer
Mary Bayard
Susan Bayard
William H. Bechtold
William G. Beckman
Thompson Bell
J. D. Bernd
Robert N. Bethell
W. S. Bickart
Julius S. Bickert
Emma W. Bihler
Sophie Binder
Mary M. Bindley
Myra J. Binsley
Susanna Bischel
Eva K. Bloom
K. H. Boggs
Conrad H. Bokerman
George P. Bollman
Henry W. Borntraeger
Louis Bowers
Jean A. Boyd
Callie Bragdon
Elizabeth J. Brandon
Arthur Braun
Mary E. Bridges
Emma Dale Harrison Broadhurst
Alice E. Brock
Anna Cloyde Brooks
Charles A. Brooks
Grace H. Buck
Shirley Budke
William C. Buechner
Henry Buhl
Emma V. Bulge
Zita M. Byrne
Emma M. Campbell
Margaret Shaw Campbell
Julia Carson
Rose A. Choffin
Marie E. Clark
Ella May Clarke
Helen Clarke
Sarah Agnes Clendenning
Carrie Cohen
Charlotte Collison
Katherine Hunter Conroy
Sarah J. Craig
Estelle Wood Crane
Edwin R. Crawford
Stanley E. Crawford
Alice H. Danahey
Bessie R. Dawson
Harvey Deaktor
Lora M. Deane
Harry D. Deloe
Alexander Dempster
A. J. DeRoy
Alice Devey
Sarah T. Dewsnapp
Susanna Diffenbacher
Jessie J. Domka
Harry F. Domhoff
J. J. Donnell
Ruth E. Donnell
Paul H. Drees
Lois A. Duer
Elsie G. Duga
Louis S. Duncan
Mary I. Dunne
Thomas N. Dunne
Mary E. Earl
Eliza T. Edwards
E. Marguerite Erhard
June Y. Enelow
Leonard Enelow
Harry N. Englert
Arthur Evans
Olive L. Evans
Frances A. Faloon
Rachel A. Farrington
Mary Wrenshall Fauset
Charles Finnegan
J. B. Finney
Robert W. Flenniken
Helen J. Fleck
Alice M. Flick
Gertrude M. Forster
Curtis S. Foster
Fay Foster
Emanuel Frederick
Harry W. Freye
Jacob C. Fry
Thomas B. Frye
Jessie M. Galbraith
Gyla W. Gardiner
Sadie Gerkin
Minnie B. Gerst
Flora M. Gilbert
J. Laird Gillespie
Fannie I. Glass
Alice Morgan Graff
Albert B. Graver
Clara E. Graver
R. D. Gray
Margaret E. Grimpe
Arthur M. Grossman
Essie Gullett
Charles E. Gundy
Stella H. Guthrie
Anne Halpin
George V. Hamilton
Marianne Rea Hamilton
Edith H. Harper
Eliza D. Hartley
Lloyd J. Hayden
Minnie B. Hayden
Charles Hays
Robert E. Hays
R. M. Head
Gertrude B. Heard
James D. Heard
Annie May Hegeman
Oliver S. Hershman
H. W. Hespenheide, Jr.
Margaret Heyl
Anna A. Hicks
Lewis W. Hicks
Wenman A. Hicks
William W. Hicks
Edna P. Hoag
Dorothea Van Buren Hoehl
James Holmes
Nathaniel Holmes
Marie L. Hornberger
Charles E. Hoting
Mary E. Hoting
Evelynn H. Housley
Mary A. Howe
Helen M. Hurst
Nannie A. Ingram
Grace I. Irwin
Albert Isay
Fleda F. Iversen
John Jablonsky
Gertrude Jenny
Fern MacLure Jobe
Agnes M. Johnston
Mary Junker
Olive B. Kalar
Rachel Katzenmeyer
G. A. Herman Kaufield
Elizabeth H. Keating
Nell Kennerdell
Annie Given Kerr
Fannie M. King
Willis L. King, Jr.
Francis H. Kirker
Samuel Sandor Klein
Arthur A. Kridel
Edith G. Krueger
George W. Kummer
Elbert N. Kunkle
Florence Barrett Ladd
Ethel LaSalle
Henry A. Laughlin
John M. Lee
Elizabeth LeGoullon
Leo Lehman
Myra Love Lermann
Bess McC. Lessenberry
Harold J. Lewis
Laura E. Linke
Ida Lockhart
A. Howard Logan
Giambattista Lombardi
Albert M. Long
Ella Maher
Annie W. Mahood
Emile Majerus
Ida Mann
Julia Marks
S. S. Marvin
Martha Lockhart Mason
Hugh McAfee
Evaline McBride
Emma M. McCall
Alice M. McCann
Aileen McCullough
Edmund McElwain
Kate G. McFadyen
Jennie King Mellon
Sarah Mendelson
Louis A. Mertz
Celia Mervis
Elizabeth K. Metzger
Edith S. Miller
Ella B. Miller
Torrence Miller
Ernestine T. Moenius
Edna Gray Moore
Thomas B. Moreland
Edith B. Morse
Margaret C. Murray
Wilfrid Murtland
Nellie A. Myers
Mary F. Nelson
John Nesuta
Rose Neumann
Emma Nickel
Joseph Nicklin
Ida J. Niemann
Howard A. Noble
Nelle M. Oliver
J. Henry O'Neill
M. Oppenheimer
Christopher L. Painter
Jacob Painter, Jr.

Alex H. Patterson
Jacob W. Paul
Margaret S. Paul
John P. Penny
George Pfeil
Charles J. Phillips
Karl A. Pillow
Henry Kirke Porter
John Porterfield
Amelia C. Proft
John R. Ranson
Lois C. Reid
Mary E. Rieck
Matilda A. Rieger
Hilda S. Rieland
Joseph G. Robinson
Martha J. Robinson
Samuel Marks Rose
Charles J. Rosenbloom
Freda Rosenblum
Helen M. Santillo
Frank C. Sauer
Loretta Sauer
Millie C. Schafer
William E. Schafer
Mary E. Schenley
Fred Schiller
Lucy Ames Schmitz
James M. Schoonmaker
Rebekah C. Schoonmaker
Simon Schreiber
Wilhelmine Schreiber
Charles E. Schuetz
Charles H. Schultz
Paul H. Schweizer
John B. Scott
Issac Seder
Samuel Lloyd Shank
Hyman Shear
Lena Sievwright
Luella M. Simonton
Pearl I. Simpson
Edwin A. Smith
Esther Smith
Mrs. George C. Sneathen
H. C. Snyder
Amelia Solomon
Charles H. Spang
Norman Spang
George J. Stanley
Martha S. Stanley
Wilmer T. Starkey
William Steele
Christina F. Steibel
Mary A. Stenger
Ruth Stewart
Ambrose Stiffler
Marie M. Stockdale
Helen M. Stolzenbach
Emily Stoop

George Strasser
Bertha E. Succop
Olive E. Swank
Charles L. Taylor
William Thaw
Pearl L. Thayer
Vesta Thomas
Hazel Van Buren Thompson
Marie N. Thompson
Mary Cushing Titus
Matilda S. Trudal
Cora Tustin
Ella D. Vaughan
Elizabeth M. Vogeley
Wilhelmina Wagner
Corine M. Wahr
Effie Walker
Marian Waugaman
Joseph Weisbrod
Mary Wellington
Peggy Lee Wentzel
Elizabeth C. Whitehall
Jennie C. Widman
Frederick E. Wiley
Cora Hubbard Williams
Joseph Williams
Herman Windt
Anna C. Wise
Mary B. Wolfe
John M. Yahres
Laura Yost
Margaret Young
Martha Young
Hatt
How
Agn

Memorial Fund

In recent years the custom of sending flowers to mark bereavement has given way to that of honoring the deceased through a memorial gift to a favorite charity.

For the convenience of those who wish to express their sympathy by such means, we are enclosing a business reply envelope. Gifts may also be made in honor of a friend or relative on any occasion, such as an anniversary, birthday or recovery from illness.

Memorial contributions are acknowledged to the family of the deceased or honored without mention of the gift amount.

We can think of no higher tribute to a good life than that it be carried forward to illuminate the lives of boys and girls whose only light can come through learning.

Bequest Form

For those who wish to make bequests to the School, we suggest the following form:

"I give, devise and bequeath unto the Western Pennsylvania School for Blind Children, located in Pittsburgh, Pennsylvania, the sum of $ ___ to be used as may be determined by the Board of Directors of said school for the general purpose of said school."

It is becoming increasingly popular to leave bequests through life insurance policies which are paid direct to the institution and do not go through one's estate. The Western Pennsylvania School for Blind Children could be named as a beneficiary under an insurance policy or the policy could be absolutely assigned to the School, as might be desired. For further information on this subject, we refer you to your insurance counselor.

Western Pennsylvania School for Blind Children

Officers and Directors

Officers

Peter Denby
President

Frank Brooks Robinson
Vice President

J. Mabon Childs
Vice President

Marcus Aaron II
Secretary

Howard G. Womsley
Treasurer

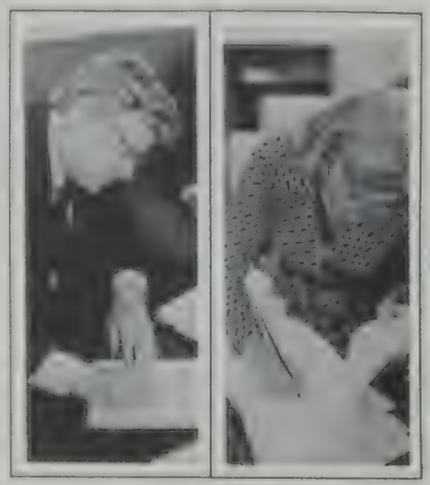
Alton G. Kloss, Ed. D.
Assistant Secretary

Directors

George N. Beckwith
Mrs. Thomas P. Eddy
John G. Johnson
Ezekiel S. Ketchum
Putnam B. McDowell
Mrs. Milton Michaels
Marion L. Oliver
Eugene S. Spence
Mrs. James M. Walton
William H. Woodwell

Honorary Directors

D. D. Lessenberry
W. A. Turner



Board of Corporators

James S. Beckwith III
Mrs. John Berdan
Mrs. F. G. Blackburn
Mrs. James M. Bovard
Henry Chalfant
Mrs. Harvey Childs
Mrs. William J. Connelly, Jr.
George L. Craig, Jr.
George S. Ebbert, Jr.
Miss Evelyn F. Evans
Sigo Falk
Robert D. Ferguson
W. D. George, Jr.
Mrs. George R. Gibbons
Herbert L. Grau
R. D. Kyser
George D. Lockhart
Watson C. Marshall
Mrs. Cordelia Scaife May
Richard P. Mellon
Raymond F. Moreland
Mrs. Edward Pitcairn
Cleveland D. Rea
Mrs. Gretchen V. Schoonmaker
Arthur M. Scully, Jr.
Mrs. Charles L. Snowdon, Jr.
Charles L. Snowdon, Jr.
Leonard C. Staisey
Charles P. Stewart, Jr.
Irving L. Stutz, M.D.
Mrs. C. Zook Sutton
James M. Walton
Mrs. William K. Whiteford, Sr.

Financial Report

Main Lafrentz & Co.
certified public accountants

FOUR GATEWAY CENTER
PITTSBURGH, PENNSYLVANIA 15222
412 281-8000

The Board of Directors
Western Pennsylvania School
for Blind Children

We have examined the balance sheet of Western Pennsylvania School for Blind Children as of June 30, 1978 and 1977 and the related statements of revenues and expenses and other changes, School Operating Fund and General Purpose Fund, and changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, such financial statements present fairly the financial position of Western Pennsylvania School for Blind Children at June 30, 1978 and 1977 and the results of its operations for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Main Lafrentz & Co.

Pittsburgh, Pennsylvania
August 9, 1978

Western Pennsylvania School for Blind Children

Balance Sheet
June 30, 1978 and 1977

ASSETS	1978	1977
School Operating Fund		
Cash	$ 17,014	$ 99,566
Accounts receivable		
Commonwealth of Pennsylvania appropriations	400,710	
[illegible]	37,841	2,366
	438,551	2,366
[illegible]	4,872	4,872
[illegible]		358,619
[illegible]	7,192	
	467,629	465,423
General Purpose Fund		
Cash	103,655	104,097
Short-term securities, at cost which approximates market	1,100,000	1,875,000
[illegible]	9,135	8,692
[illegible]	2,607	6,422
Advances to School Operating Fund	249,038	
	1,464,435	1,994,211
Specific Purpose Funds		
Cash	2,108	4,362
[illegible]	4,154	4,118
Due from General Purpose Fund	462,194	437,405
	468,456	445,885
Endowment Fund		
Investments		
Bonds (market value $2,735,661 and $1,932,113)	2,887,355	1,999,741
Stocks (market value $4,593,945 and $5,031,698)	4,580,309	4,668,247
[illegible]	524	606
Common Trust Funds --Pittsburgh National Bank (market value $12,181 and $12,837)	13,639	13,639
Real estate (net of accumulated depreciation of $157,074 and $148,628)	130,396	138,842
[illegible]	3	5
[illegible]	4,155	8,697
	7,616,381	6,829,777
Due from General Purpose Fund	29,952	301,620
	7,646,333	7,131,397
Plant Fund		
Due from Endowment Fund	1,500,000	1,400,000
Property, plant, and equipment		
Land	150,000	150,000
[illegible]	4,245,151	4,209,020
[illegible]	2,487,942	2,369,154
	1,757,209	1,839,866
Library	35,000	35,000
	1,942,209	2,024,866
[illegible]	40,080	53,359
	3,482,289	3,478,225
	$13,529,142*	$13,515,141*

LIABILITIES AND FUND BALANCES

	1978	1977
School Operating Fund		
Accounts payable, trade	$ 46,886	$ 8,560
Accrued payroll and expenses and payroll deductions	171,705	171,863
Reserve pending final disposition of Commonwealth of Pennsylvania appropriations		285,000
Advances from General Purpose Fund	249,038	
	467,629	465,423
General Purpose Fund		
Accounts payable	1,458	
Due to School Operating Fund		358,619
Due to Specific Purpose Funds	462,194	437,405
Due to Endowment Fund	29,952	301,620
Fund balance	970,831	896,567
	1,464,435	1,994,211
Specific Purpose Funds		
Accounts payable	587	123
Fund balances		
Students' Fund	595	762
Charles L. Taylor Printing Shop and Library Fund	18,305	16,822
Long Range Planning Fund		17,438
Other special purpose funds and contributions	448,969	410,740
	467,869	445,762
	468,456	445,885
Endowment Fund		
Due to Plant Fund	1,500,000	1,400,000
Fund balances		
Restricted by donor	62,564	57,901
Designated by Board of Directors	5,926,695	5,524,868
Designated to fund accumulated depreciation on rental properties	157,074	148,628
	6,146,333	5,731,397
	7,646,333	7,131,397
Plant Fund		
Equity of others in equipment	40,080	53,359
Fund balances		
Plant Replacement Fund	1,500,000	1,400,000
Plant Fund	1,942,209	2,024,866
	3,442,209	3,424,866
	3,482,289	3,478,225
	$13,529,142*	$13,515,141*

The accompanying notes are an integral part of these financial statements.

*Includes interfund accounts aggregating $2,241,184 at June 30, 1978 and $2,497,644 at June 30, 1977.

Western Pennsylvania School for Blind Children

Statement of Revenues and Expenses and Other Changes, School Operating Fund

Years Ended June 30, 1978 and 1977

	1978	1977
Revenues		
Commonwealth of Pennsylvania		
Current appropriations	$1,535,752	$1,998,000
Adjustment of prior years' appropriations	80,078	
Provision pending final disposition of Commonwealth of Pennsylvania appropriations		(348,000)
	1,615,830	1,650,000
Commonwealth of Pennsylvania Nutritional Program	15,013	8,507
Project for Visually Limited, Multiple Handicapped Children	58,000	55,300
Educational Project for Deaf-Blind Children	89,896	81,701
Contributions, textbooks and instructional supplies	16,343	12,179
Contributed food	5,277	7,396
Miscellaneous	26,274	8,432
	1,826,633	1,823,515
Expenses		
Administration	248,398	196,623
Instructional	946,463	855,774
Care of students	188,144	173,791
[illegible]	[illegible]	[illegible]
Fixed charges	400,184	354,549
Food services	182,113	162,731
Student body activities	7,244	4,627
Equipment replacements	16,806	17,270
	2,344,013	2,094,559
Excess of expenses over revenues	(517,380)	(271,044)
Transfer from General Purpose Fund	517,380	271,044
Change in fund balance	$ —0—	$ —0—

The accompanying notes are an integral part of these financial statements.

Notes to Financial Statements

Summary of Accounting Policies

Investments—Investments are carried at cost, in the case of securities received by bequest or contribution, at market or estimated values at dates of acquisition, brokerage premiums amortized.

Property, plant, and equipment—Property, plant, and equipment are carried at appraised values as of August 31, 1926, less depreciation from date of acquisition, subsequently recorded additions are shown at cost, less depreciation from the first of the year following date of acquisition. Depreciation is computed using the straight-line method. The book value of the library represents the estimated investment in school and reference books. All assets are depreciated in the Plant Fund ($125,205 and $123,658 in 1978 and 1977, respectively) but depreciation on only land improvements, buildings, building improvements, and the sprinkler system ($99,155 in 1978 and 1977) is charged as an operating cost with an adjustment for such depreciation in the General Purpose Fund. In lieu of recording depreciation of machinery and equipment, furniture and fixtures, and motor vehicles as an operating cost, replacements of such items are recorded as expense.

Equipment, title held by others—During the 1966-68 and 1969 years, the school received federal funds from the Commonwealth of Pennsylvania which were to be used for the purchase of equipment under the Elementary and Secondary Education Act of 1965 Title I. The title to the property remains in because of the state agency until the termination of its useful life. The carrying value of this equipment ($9,854 and $12,774 in 1978 and 1977, respectively) is to be reduced in the Plant Fund by a depreciation charge of 6.2-7% per year for an estimated life of 15 years.

During the 1972-74 school years, the school received funds from the Richard King Mellon Foundation to be used for the purchase of Optacons, experimental print reading devices for the blind, and related accessories. In accordance with an agreement with the foundation, these devices are to be utilized by the school and may be sold to blind students at a nominal charge. Should the Optacon program be discontinued, the equipment will be either returned to the foundation or transferred to another agency. Depreciation will not be charged for this equipment. The carrying value at June 30, 1978 and 1977 is $30,226 and $40,585, respectively.

Inventories and accrued income from investments—In accordance with the practice of the school, inventories and accrual of income from investments have not been set up on the records. The amounts involved are not material.

Commonwealth of Pennsylvania Appropriations

Under current provisions of the law, the school is to receive reimbursements for tuition and maintenance for blind students and additional reimbursements for special education programs for multihandicapped students.

Based on Commonwealth of Pennsylvania audit and appropriation funding adjustments for the years ended June 30, 1977 and 1976, the reported Commonwealth of Pennsylvania appropriations were adjusted as follows:

Western Pennsylvania School for Blind Children

Statement of Revenues and Expenses and Other Changes, General Purpose Fund

Years Ended June 30, 1978 and 1977

	1978	1977
Revenues		
Bequests		
Unrestricted	$ 276,243	$213,261
Restricted by donor	28,114	1,658
Contributions	231,386	211,590
Dividends on stocks	198,518	162,226
Interest on bonds, notes, and mortgages	165,269	123,455
Interest on temporary investments	82,413	52,117
Real estate	21,390	20,875
Estates earnings prior to distribution	417	4,126
Income from endowments held by others	40,795	39,227
Other special purpose funds used for operating expenses	68,937	53,358
Miscellaneous	14,361	3,920
	1,127,843	885,813
Expenses		
Agents' commission and expense	18,328	13,504
Amortization of bond premium	639	639
Real estate	21,669	19,921
Fund raising activities	32,826	26,494
Public relations expense	19,460	16,241
Other special purpose funds non-school operating expenses	13,487	15,829
Long-range planning study	51,673	
Miscellaneous		106
	158,082	92,734
Excess of revenues over expenses	969,761	793,079
Transfers, additions (deductions)		
Depreciation charged to school operations	99,155	99,155
Plant Replacement Fund	(100,000)	(200,000)
Funding of accumulated depreciation on rental properties	(8,446)	(148,628)
Absorption of School Operating Fund deficit	(517,380)	(271,044)
Restricted bequests transferred to Specific Purpose Funds		(1,659)
Income earned on restricted bequests transferred to Specific Purpose Funds	(5,664)	(4,469)
Bequests and contributions designated by the Board of Directors and restricted by donors		
Endowment Fund	(336,179)	(272,032)
Other special purpose funds, Memorial Fund	(9,583)	(9,092)
Early Education Building roof replacement	(17,400)	
	(895,497)	(807,769)
Increase (decrease) in fund balance	$ 74,264	$ (14,690)

The accompanying notes are an integral part of these financial statements.

	Total	1977	1976
Reported appropriations	$3,639,978	$1,998,000	$1,641,978
Provision pending final disposition of Commonwealth of Pennsylvania appropriations	(348,000)	(348,000)	
Commonwealth of Pennsylvania, audited appropriation, reimbursement entitlement	(3,372,056)	(1,793,941)	(1,578,115)
Reduction of (addition to) reported appropriations	$ (80,078)	$ (143,941)	$ 63,863

Adjustment of years ended June 30, 1977 and 1976 reported appropriations will be recorded in the current year and adjustments, if any, of reported appropriations for the year ended June 30, 1978 will be recorded in the year in which settled.

Retirement Expense

The school participates in a statewide contributory retirement plan which is managed by the Public School Employees Retirement Board. All full-time and some part-time employees of the school, who are under the age of 60 at time of employment, are eligible. Each eligible employee contributes 5.25% of his or her gross salary to the plan. The school contributed 6.655% of the gross salaries to the plan as its share. The total retirement expense for the years ended June 30, 1978 and 1977 was $96,145 and $86,527, respectively.

Western Pennsylvania School for Blind Children

Statement of Changes In Fund Balances Years Ended June 30, 1978 and 1977

	1978		Specific Purpose Funds		
	School Operating Fund	General Purpose Fund	Students' Fund	Charles L. Taylor Printing Shop and Library Fund	Long Range Planning Fund
Additions					
Revenues	$1,826,633	$1,127,843			
Restricted contributions			$ 220		
Restricted income from special purpose trust funds				$ 1,483	
Gain on sale of investments, net					
Deposits for student activities			5,064		
Miscellaneous receipts					
	1,826,633	1,127,843	5,284	1,483	
Deductions					
Expenses	2,343,163	158,082			
Fixed assets contributed	850				
Funds used for designated operating expenses					
Payments for student activities			5,451		$17,438
Disposition of life insurance policies					
Depreciation of furniture and fixtures, machinery and equipment, and vehicles					
	2,344,013	158,082	5,451		17,438
Transfers, additions (deductions)					
Absorption of School Operating Fund deficit	517,380	(517,380)			
Bequests and contributions designated by the Board of Directors and restricted by donors		(345,762)			
Plant Replacement Fund		(100,000)			
Depreciation of land improvements, buildings, building improvements, and sprinkler system		99,155			
Fixed assets acquired		(17,400)			
Income earned on bequests restricted to Specific Purpose Funds		(5,664)			
Funding of accumulated depreciation on rental properties		(8,446)			
	517,380	(895,497)			
Increase (decrease) in fund balances	$ —0—	74,264	(167)	1,483	(17,438)
Balance, July 1, 1977		896,567	762	16,822	17,438
Balance, June 30, 1978		$ 970,831	$ 595	$18,305	$ —0—

	Endowment Fund			Plant Fund	
Other Special Purpose Funds and contributions	Restricted by donor	Designated by Board of Directors	Designated to fund accumulated depreciation on rental properties	Plant Replacement Fund	Plant Fund
$ 48,837					
14,145		$ 70,313			
21,000					
83,982		70,313			
					$ (850)
33,121					
3,581		2			
					26,050
36,702		2			25,200
9,583	$ 4,663	331,516		$ 100,000	
					(99,155)
(24,298)					41,698
5,664					
			$ 8,446		
(9,051)	4,663	331,516	8,446	100,000	(57,457)
38,229	4,663	401,827	8,446	100,000	(82,657)
410,740	57,901	5,524,868	148,628	1,400,000	2,024,866
$448,969	$62,564	$5,926,695	$157,074	$1,500,000	$1,942,209

(Continued)

Western Pennsylvania School for Blind Children

Statement of Changes In Fund Balances (Continued) Years Ended June 30, 1978 and 1977

	1977		Specific Purpose Funds		
	School Operating Fund	General Purpose Fund	Students' Fund	Charles L. Taylor Printing Shop and Library Fund	Long Range Planning Fund
Additions					
Revenues	$1,823,515	$885,813			
Restricted contributions					
Restricted income from special purpose trust funds				$ 1,331	
Deposits for student activities			$3,860		
Miscellaneous receipts					
	1,823,515	885,813	3,860	1,331	
Deductions					
Expenses	2,093,859	92,734			
Fixed assets contributed	[illegible]				
Funds used for designated operating expenses					
Payments for student activities			3,911		
Loss on sale of investments, net					
Depreciation of furniture and fixtures, machinery and equipment, and vehicles					
	2,094,559	92,734	3,911		
Transfers, additions (deductions)					
Absorption of School Operating Fund deficit	271,044	(271,044)			
Bequests restricted to Specific Purpose Funds		(1,659)			
Bequests and contributions designated by the Board of Directors		(281,124)			
Plant Replacement Fund		(200,000)			
Depreciation of land improvements, buildings, building improvements, and sprinkler system		99,155			
Fixed assets acquired					
Income earned on bequests restricted to Specific Purpose Funds		(4,469)			
Funding of accumulated depreciation					
[illegible]		(145,628)			
	271,044	(807,769)			
Increase (decrease) in fund balances	$ —0—	(14,690)	(51)	1,331	
Balance, July 1, 1976		911,257	813	15,491	$17,438
Balance, June 30, 1977		$896,567	$ 762	$16,822	$17,438

The accompanying notes are an integral part of these financial statements.

	Endowment Fund			Plant Fund	
Other Special Purpose Funds and contributions	Restricted by donor	Designated by Board of Directors	Designated to fund accumulated depreciation on rental properties	Plant Replacement Fund	Plant Fund
$ 34,975					
13,890					
14,347					
63,212					
					$ (700)
31,019					
4,530					
		$ 117,032			
					24,503
35,549		117,032			23,803
1,659					
9,092		272,032			
				$ 200,000	
					(99,155)
(16,570)					16,570
4,469					
			$148,628		
(1,350)		272,032	148,628	200,000	(82,585)
26,313		155,000	148,628	200,000	(106,388)
384,427	$57,901	5,369,868	—0—	1,200,000	2,131,254
$410,740	$57,901	$5,524,868	$148,628	$1,400,000	$2,024,866

General Information

The Western Pennsylvania School for Blind Children provides comprehensive educational programs without charge to legally blind children from the 33 counties of western Pennsylvania through the age of 21. Room and board facilities are also available without charge for the 180-day school year.

Located in the heart of Oakland, Pittsburgh's cultural, hospital/university center, the School has seven buildings on its five-acre campus. One of these buildings houses the School's early education programs which provide services ranging from infant evaluation through comprehensive primary level programs.

The Evaluation and Development Center, housed in the Early Education Building provides a variety of programs for children at preprimary functioning levels. These include programs for very young, multi-handicapped and severely and profoundly handicapped children as well as children with complex learning and behavioral problems.

Beginning with the non-graded primary program, children are grouped according to their developmental levels. An individual educational program is written for each child based on his or her unique characteristics. The programs emphasize the educational areas of orientation and mobility, communication, self-care and socialization along with preacademic and academic areas and expressive arts.

Each child is studied from preschool on to determine his or her best mode for learning whether it be visual, auditory or tactile. Youngsters with residual vision are taught to maximize their use of vision toward reading large type or regular ink print. Some children learn braille as their written means of communication and learn to utilize low vision as an aid for traveling. Others with no residual vision begin braille readiness and travel training in preschool.

Children who have physically outgrown early education programs or who have completed the primary grades move into the Upper School which is organized into a non-graded intermediate, junior high school and senior high school structure. While each student follows a course of studies designed to meet individual needs, academic, vocational and business education courses are offered as well as special classes for low-functioning students. Both high school diplomas and certificates are awarded annually, with high school diploma credits being accepted in colleges and universities throughout the nation.

Techniques of daily living, mobility or travel training, food preparation, creative and industrial arts, physical education, typewriting and music are all offered as a part of each student's education.

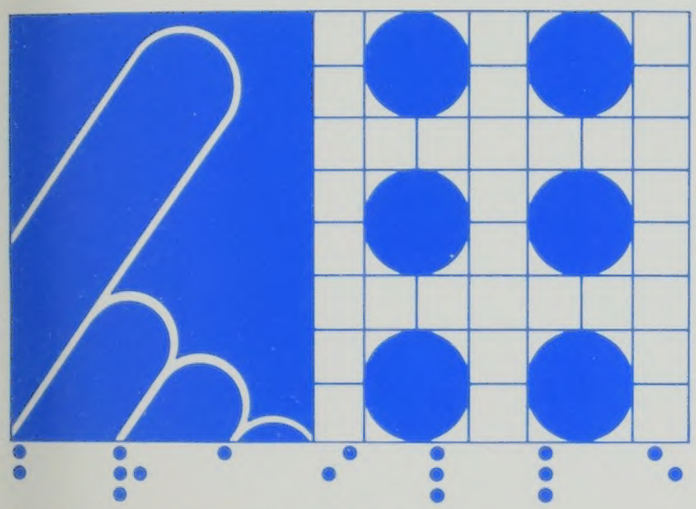
Equally important are the recreation and extended day programs which offer constructive outlets for leisure time.

In addition to the administrative officers and teaching staff, the School provides the services of an ophthalmologist, an optometrist, pediatricians, a child psychiatrist, physical therapists, an occupational therapist, an audiologist, a speech pathologist, speech therapists, a dentist, nurses, several psychologists, a student services coordinator, a work-study program coordinator, an extended day program coordinator and a recreation coordinator.

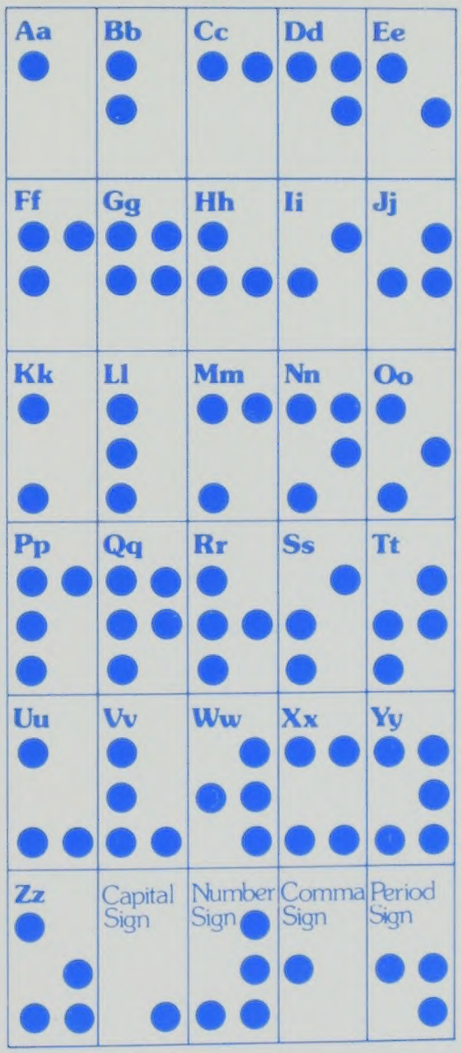
Because of its excellent location, the School can make arrangements for additional paramedical services as needed.

Founded in 1887, the School is a nonprofit corporation, approved for tax-exempt status by the Internal Revenue Service. Independently owned and operated, the School derives its funds from the income of endowments, State support and the vitally necessary contributions from individuals and groups. Visitors are welcome to tour the School. To arrange such a tour, write or call the Office of Development and Community Relations, (412) 621-0100.

The Western Pennsylvania School for Blind Children maintains an open admission policy for students and provides full and equal employment opportunities without regard to race, color, religion, sex, national origin, age or physical handicap.



Braille is a code using raised dots which can be read by touch. The braille alphabet is made up of all of the possible combinations of the above six dots. In its simplest form, each combination stands for a single letter of the alphabet. Books and magazines are generally printed in more complex forms which, like shorthand, use symbols for whole words.



The Western Pennsylvania School For Blind Children

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